

Loxford School - Pupil Premium Strategy 2019-2020 (Secondary PHASE)

Summary information (Secondary PHASE)					
Academic Year	2019-2020	Funding 2019-2020: £554,923			
Total number of pupils	1,477	Number of pupils eligible for PP in Secondary Phase	594	Date for next internal review of this strategy	08/20
Achievement Profile 2019 (Provisional)					
Key Stage 4 Attainment		Pupils Eligible for PP		Pupils Not Eligible for PP	
Progress 8		0.89		0.89	
Attainment 8		5.38		5.75	
Key Stage 4 Attainment					
5 Grades 9-4 Inclusive of English and Math		78.5		84.6	
English Language 9-4		76		82.8	
English Literature 9-4		89		86.4	
Best English at Grade 4		76		87.6	
Best English at Grade 5		68.6		78.7	
Math 9-4		75.2		83.4	

Barriers to future attainment

Academic Barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Stretching and challenging the more able, high attaining student.
B.	Low aspiration within the local area
C.	Children from low economic backgrounds
D.	Low self-esteem and self-confidence
E.	Social mobility
F.	Overcrowded households
G.	High EAL needs
H.	High Unemployment
I.	Single Parent Families

Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
1.	Continued improved performance at GCSE	<p>Overall performance in GCSE's to improve across all subjects with targeted outcomes as following:</p> <p>Attainment 8 Score: 6 Progress 8 Score: 1.5</p> <p>Improved percentage of 9-4 and 9-7 across all subjects but specific focus on the following:</p> <p>GCSE Targets 5 Grade 7-9 with En & Mat (35%) 5 Grade 5-9 with En & Mat (75%) 5 Grade 4-9 with En & Mat (90%)</p>
2.	PP Students make almost the same progress as Non-PP students	Gap between non pp and pp students to be insignificant with PP students attaining as high as possible in all subjects and meeting at least a progress score of 0 as a minimum.
3.	Continued high access to University and other Post 18 avenues.	<p>96% of students access further education with 30% of those students going to Russel Group Universities.</p> <p>Increased access to University to grow to 98% with access to Russel group to grow to 35%.</p> <p>Pledges shows 100% students move onto a worthwhile destination of their own choice (University/Apprenticeship/Gap Year with study/Employment)</p>
4.	Decrease in Exclusion Data for Key Groups	<p>Internal Exclusion data to decrease by 40% on previous years data.</p> <p>External Exclusion data to drop 25% on previous year's data.</p>

Planned Expenditure 2019-2020

Academic Year

2019/2020

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>Additional outside agencies with students developing BMAT, STEP and Summer School Programmes.</p> <table border="1" data-bbox="91 655 586 778"> <tr> <td>Barriers to Learning</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Low aspiration within the local area </td> </tr> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Low aspiration within the local area 	<p>Improved attainment of identified high achievers across all key stages.</p>	<p>Accelerated aspiration and outcomes developed from Year 7.</p> <p>Students are supported and stretched in their development leading to improved outcomes at KS4 and KS5.</p>	<p>PP student focus for initiatives and support sessions.</p> <p>To be offered to FSM students initially and support in place specifically for PP students.</p>	<p>KS3/4/5 Standards and delivery</p> <p>ATL KS3/4/5</p>	<p>Aug 2020</p>	<p>£10K</p>
Barriers to Learning								
<ul style="list-style-type: none"> • Low aspiration within the local area 								
<p>Staff training CPD across the Trust and use of examination boards.</p> <table border="1" data-bbox="91 1026 586 1469"> <tr> <td>Barriers to Learning</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence </td> </tr> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence 	<p>Improve rates of progress with all KS3 and KS4 students who are eligible for PP.</p>	<p>Increase in students attaining higher levels. Previous evidence suggests good success rate for PP students achieving grade 4.</p> <p>Push for students to attain grade 5 and top attaining students to not achieve below 7's.</p>	<p>Staff understanding full specifications.</p> <p>Tracking cycles to show accelerated progress from each cycle.</p>	<p>KS3/4/5 Coordinators.</p> <p>ATL KS3/4/5</p>	<p>Aug 2020</p>	<p>£15K</p>
Barriers to Learning								
<ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence 								

- Social mobility

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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>Half-Term Revision Centre</p> <table border="1" data-bbox="91 392 584 884"> <thead> <tr> <th data-bbox="91 392 584 464">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 464 584 884"> <ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families 	<p>Improved outcomes in GCSE and A Level.</p>	<p>Review of previous data regarding attendance.</p> <p>Supports and improves outcomes indicating that support offered in holidays is beneficial especially for those from disadvantaged economic backgrounds.</p>	<p>PP students' attendance high (95%)</p> <p>Regular monitoring of PP students' outcomes.</p> <p>PP students' Progress score to be insignificant in comparison to their Non PP counterparts.</p> <p>PP students' attainment to be closer to the overall school performance and especially their non PP counterparts.</p>	<p>KS4/5 Standards and Delivery</p> <p>SLT ATL CTL</p>	<p>Following each revision centre</p> <p>Feb Half Term</p> <p>Easter Break</p> <p>May Half Term</p> <p>Reviewed Yearly at end of school year.</p>	<p>20 Teachers @ £150 Per day</p> <p>10 Days Total revision.</p> <p>Total: 10/150 = £15K</p>
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<p>IAG Coordinators Careers Information, Advice and Guidance.</p> <table border="1" data-bbox="91 472 584 882"> <thead> <tr> <th data-bbox="100 475 575 544">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="100 549 575 879"> <ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High Unemployment </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High Unemployment 	<p>All PP students to be seen by the IAG coordinator prior to the completion of their GCSE's.</p> <p>All PP students to receive follow up support on future choices and given suitable guidance and advice on next steps.</p> <p>All PP students in year 9 receive support and guidance on options. Year 11 on Post 16 Choices.</p>	<p>Specialist information allows for students to make informed choices and ensure they make choices suitable to their ability and future aspirations.</p> <p>Professional support and advice will help parents understanding in choices and what avenues are available for their child.</p>	<p>Number of students completing their subjects and number of NEETS are at least at 100%.</p> <p>Careers CIEG with students having access.</p> <p>Student numbers at college and moving on to different post 16 options other than sixth form.</p> <p>Student Tracking following completion of Year 13 and Year 11.</p>	<p>SLT ATL Y9/10/11/12/13 IAG Coordinator</p>	<p>Aug 2020</p>	<p>Part Funded £10k</p>
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<p>Reading programme – Reading Recovery/ Lexia Baseline testing</p> <table border="1" data-bbox="91 549 584 922"> <thead> <tr> <th data-bbox="91 549 584 619">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 619 584 922"> <ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • High Unemployment </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • High Unemployment 	<p>Reading books and materials for KS3 to stretch, challenge or support learning and reading ages.</p> <p>Improvements made by all student and specifically PP students in reading and comprehension age.</p>	<p>Research suggests reading age and comprehension is directly linked to improve performance at all levels.</p> <p>Improvement in comprehension and reading ages will improve outcomes at GCSE and A levels.</p> <p>Comprehension significantly increases student's opportunities to access the curriculum and improve performance and achievement.</p>	<p>Library usage indicates high numbers of borrowing.</p> <p>Reading assessments will indicate that students have made significant progress in reading ages which will enable students to access the curriculum and make good progress.</p> <p>The majority of students are at age related reading age.</p> <p>Funding an intensive programme for the teaching of phonics with small intervention groups</p>	<p>SEND KS4 Coordinator ATL Y7/8/9/10/11</p>	<p>Termly</p>	<p>£10K + Cats Testing £3K</p> <p>Total £13k</p>
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			Accelerated progress and high attainment in English literature and language at GCSE.			
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<p>Mentoring and Behaviour Intervention</p> <table border="1" data-bbox="91 432 584 804"> <thead> <tr> <th data-bbox="91 432 584 504">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 509 584 804"> <ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families 	<p>Improved behaviour for learning in lesson.</p> <p>Decrease in behavioural incidents and external exclusions from vulnerable groups as stated above.</p> <p>PDW improvements in all students.</p> <p>Production of confident, happy and driven students.</p>	<p>Link of behaviour with achievements and in particular the behaviour of both high, middle and low attaining students on the overall outcomes of their academic performance.</p> <p>National statistics indicate higher likelihood of internal/external exclusions occur in PP students.</p> <p>Monitoring, mentoring and behaviour interventions will support students in improving behaviour and ensuring they remain in lessons and value their learning experiences.</p>	<p>Continue with wrap around care especially regarding PREVENT and social issues and mental awareness.</p> <p>Behavioural incidents dealt with quickly and appropriately keeping all key stake holders involved.</p> <p>PSP shows vast majority of children succeeding and coming off support plans – 100%</p> <p>Report system to be used to support and monitor student's behaviour and reviewed regularly.</p>	<p>DHT YCT ATL Tutors</p>	<p>Half Termly with students regular cycled when suitable.</p> <p>Comparison data on previous tracking cycles to show improvements.</p>	<p>DHT + YCT Part Funding:</p> <p>DHT = £10K YCT= £10K Total= £20K</p>
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<p>Additional Groups in Core Subjects continuing</p> <table border="1" data-bbox="91 432 577 799"> <thead> <tr> <th data-bbox="91 432 577 504">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 504 577 799"> <ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • Social mobility • High EAL needs </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • Social mobility • High EAL needs 	<p>Progress in English, Maths and Science indicate that students are adding value from their starting point by at least 85%.</p> <p>The vast majority of students making at least 2 steps of progress yearly by at least 85%.</p> <p>EAL classes formed with support for children from abroad and suitable support in place to ensure progress is made.</p>	<p>Support in core subjects to continue with re-timetabling during year.</p> <p>Additional teachers to support core subjects.</p> <p>Smaller class sizes provide better outcomes for students with teacher time not as stretched and more time for students to access 1 to 1 support.</p> <p>English. Math and Science to have decreased class sizes by having additional sets.</p>	<p>To support learning in the classroom by ensuring that class sizes for 2019-20 are as small as possible, particularly in English, maths and science, by creating additional sets.</p> <p>This has also extended in 2019-20 to include small form group interventions in English, Math and Science which will take place at separate times throughout the year.</p>	<p>ATL/SLT</p>	<p>Following each Data drop.</p>	<p>EAL Coordinator Part Funded £15K</p> <p>Additional Staff: English = £40K Mathematics= £40K Science= £40K</p> <p>Total= £135K</p>
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<p>Support for Pupils Experiencing Emotional and Behavioural Difficulty.</p> <div data-bbox="91 432 584 804" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Barriers to Learning</p> <ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families </div>	<p>Diminish the stress and trauma that can lead some pupils to disengaging from learning and behave poorly in school.</p> <p>Decrease exclusion data and ensure that attendance figures reaming excellent with PP students as a group remaining in line with school expectations.</p>	<p>A number of children present with significant emotional or behavioural difficulties and almost all of them are entitled to Pupil Premium.</p> <p>The school has developed a strong and very consistent approach to behaviour, managed by the YCT with specific responsibility for behaviour.</p>	<p>The role includes work with specific pupils and their families to improve behaviour.</p>	<p>YCT</p>	<p>Half termly following completion of any behaviour interventions.</p>	<p>YCT Costs 7 @ £45K</p> <p>Total: £315K</p>
<p>Achievement Intervention Groups</p> <div data-bbox="91 1353 584 1422" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Barriers to Learning</p> </div>	<p>All students targeted who are eligible for PP to increase their attainment</p>	<p>Proven tracking record of raising attainment having learning mentors and support structures/interventions</p>	<p>Assistant and Deputy HT i/c of KS4 and KS3 is leading on the whole programme including being</p>	<p>ATL</p>	<p>Weekly through Sims analysis</p> <p>Termly with Data drops.</p>	<p>Nil Cost</p>

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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>External EWO support attendance</p> <table border="1" data-bbox="91 392 584 802"> <thead> <tr> <th data-bbox="91 392 584 464">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 464 584 802"> <ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • Single Parent Families </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • Single Parent Families 	<p>Gap between PP and non PP, attendance to be in line with the schools and national targets</p>	<p>Core case load of hard to manage cases with external EWO -gap between PP and non PP, attendance to be in line with the schools and national targets.</p>	<p>Oversee and support management of attendance and welfare issues, focusing on robust action where needed resulting in better attendance.</p> <p>Penalty Notices.</p>	<p>Attendance Officer/YCT/ATL</p>	<p>Aug 2020</p>	<p>EWASS= 15K</p> <p>Total : £15k</p>
Barriers to Learning								
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<p>Build ethos and direction of students/opportunities available to them in order to develop full rounded students and students below University Levels.</p> <table border="1" data-bbox="91 1058 584 1428"> <thead> <tr> <th data-bbox="91 1058 584 1129">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 1129 584 1428"> <ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • High Unemployment </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • High Unemployment 	<p>Increase in aspirations of PP students</p>	<p>Evidence is that PP students are often not encouraged to pursue Post 18 study with many becoming the first to go to University. More aspiration and motivation would result in harder working students and an increase in the number of students wanting to achieve.</p> <p>Apprenticeship Programmes.</p>	<p>PSCHE Programme with all British Values and Citizenship developing access to careers long term.</p>	<p>SLT ATL IAG Coordinator</p>	<p>Half Termly</p>	<p>IAG Funding</p>
Barriers to Learning								
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<p>Use of Google Classroom</p> <div data-bbox="91 392 584 719" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Barriers to Learning</p> <ul style="list-style-type: none"> • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • High EAL needs </div>	<p>Increase use of technology in Year 11 with revision tools and the use of Google Classroom</p>	<p>Evidence suggests that access and use of digital learning gain add 4 months/moderate learning gain. If used as a supplement rather than a replacement for teaching, evidence suggests it can support students to work harder for longer to improve their learning.</p>	<p>Deputy Headteacher to launch with students in assemblies and develops use of the App with HOD English and Maths. Possibly use as part of the intervention sessions.</p> <p>Launch at Parents Evening and Parent Information Evening.</p>	<p>SLT CTL</p>	<p>Termly</p>	<p>Part of E-Learning funding £1K</p>
<p>Uniform and Equipment Shop now opened- free or discounted stationery provided.</p> <div data-bbox="91 1118 584 1401" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Barriers to Learning</p> <ul style="list-style-type: none"> • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility </div>	<p>To ensure that all of our students have access to clothing and uniform in order to feel confident and secure at school. We also aim to equip our students with stationery and books to</p>	<p>Students come from low economic backgrounds therefore in some cases students may need financial aid and support in terms of equipping themselves suitably for their courses and learning.</p> <p>The school subsidises PP students in purchasing key and vital equipment.</p>	<p>Clothing and uniform- All students will feel confident in their appearance and feel that they have someone that they can ask for help with uniform at school.</p> <p>Equipment and books- all students have the</p>	<p>HT DHT AHT ATL CTL YCT Class Teachers Form Tutors</p>	<p>Ongoing</p>	<p>Uniform Approx: 1K</p> <p>Books Approx: 1K</p> <p>Equipment Approx : 1.5K</p> <p>Revision Guides Apprx 2.5 K</p>

	ensure they have all they need to make progress in their lessons and achieve in their exams		equipment they need to be successful at school			Total 6K
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Total Expenditure: £555,000

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